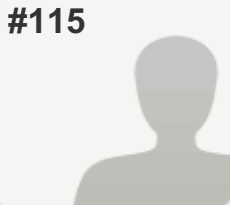


#115

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Wednesday, June 29, 2016 2:48:20 PM**Last Modified:** Monday, November 14, 2016 4:28:27 PM**Time Spent:** Over a month**IP Address:** 74.42.117.100

## PAGE 2

<b>Q1: Name of School District:</b>	Hampton-Dumont Community School District
<b>Q2: Name of Superintendent</b>	Todd Lettow
<b>Q3: Person Completing this Report</b>	Jen Koenen

## PAGE 3

**Q4: 1a. Local TLC Goal**

Attract and retain quality, innovative teachers by providing a variety of professional development and leadership opportunities.

**Q5: 1b. To what extent has this goal been met?**

(no label)

Mostly Met

**Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Principal interviews: Each building principal conducted a reflective 'interview' with each new teacher throughout the school year. From the anecdotal evidence, 100% of teachers in the mentoring program expressed feeling supported and increase confidence of teaching abilities as a result of the district TLC mentoring program.

Number of TL applicants: We were pleased to receive more applications for our newly developed TLC roles than we had positions. We had 13 main teacher leader roles to fill; 4 instructional coach positions, 4 lead teacher, and 5 mentor teacher positions. We had 18 teachers apply to fill the 13 roles. In addition, we had available 18 PLC coach positions for which we had 18 applicants.

Number of TLs: In our first year of TLC for the 2015-16 school year, all available TLC positions were fulfilled. We had 13 main TLC positions filled along with 18 PLC coach positions filled.

Walkthrough data: We did not collect data on this data point. Our district does not utilize a common walkthrough template that would make this data applicable to measure TLC implementation.

PLC agendas/minutes: All PLC coaches utilized a district template via Google Drive for recording, documenting, and storing PLC meeting agendas/minutes. All teachers on the PLC team have access to the shared PLC notes to improve collaboration and engagement. Each PLC team is assigned an administrator to connect with the team and also monitors meeting agendas and minutes. 100% of PLC teams utilized the agenda/minutes document to record professional learning.

Woodruff Scale Data: Our district used a modified Woodruff Scale for the Instructional Coaches and Lead Teachers to document the level of work with teachers. We used a 1-5 scale with a '1' being the basic level of contact (e.g. casual conversation) and 5 being the highest (true coaching cycle). Our goal was to increase the level of contact with teachers monthly, hoping it would peak mid-school year. We then wanted to maintain a consistent level of contact with teachers between a 3 and 4. Lead teachers were not expected to work with teachers at a level 5, so our goal was not to keep our numbers at a 5. September baseline data was a 1.858. The following data shows our average level of contact each month. Our peak was in January and we held relatively consistent through May.  
Oct - 2.74 Nov - 3.10 Dec - 2.95 Jan - 3.19 Feb - 3.15 Mar - 3.13 Apr - 3.08 May - 3.01

TL Self-Evaluation: All teacher leaders participated in a mid-year reflection meeting with the TLC administrator and completed a self-evaluation tool based off of the Center for Strengthening the Teaching Profession self-evaluation tool. 100% of teacher leaders indicated they felt supported and successful in their positions and would re-apply. Systems Thinking was the area identified most as the area in need of growth.

Retention Data: In 2015-16 we hired six new teachers in our district with 100% of them continued employment with our district. That compares to the prior year, 2014-15 (pre-TLC) where we hired nine new teachers and retained seven of them for about 78% retention.

Exit interview data: While none of our new teachers left, we did lose 10 teachers at the end of the 2015-16 school year. Of those 10 teachers, 4 were here 2 years, 2 were here 3 years, and 4 were here 5+ years. From the exit survey, 8 teachers indicated they were leaving employment with H-D in order to teach in a district closer to family or because of spouse relocation. Two teachers are leaving the profession of teaching. 100% of teacher indicated they would recommend colleagues to pursue employment with Hampton-Dumont.

Teacher survey data: Our TLC team surveyed the district teaching staff each month. From that survey, we found the percent of teachers who indicated who were not interested in engaging in a coaching cycle decreased from 24% at the beginning of the school year to 18% toward the end of the school year.

Mentee Survey data: All teachers in the TLC mentoring program were surveyed mid-year through the school year. The results were incredibly positive. 100% of the 14 teachers indicated they felt supported through the H-D mentoring program. 100% also indicated the H-D mentoring program is an overall benefit for the school district. 93% indicated they experienced learning through the program and that their effectiveness improved as a teacher. 78% indicated they felt more a part of the H-D district as a result of the mentoring program.

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**Q7: 2a. Local TLC Goal**

Enhance our climate of collaboration.

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**Q8: 2b. To what extent has this goal been met?**

(no label)

Fully Met

**Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Our entire TLC team agreed that this overall goal was fully met. With our 13 main TLC positions between Instructional Coaches, Lead Teachers, and Mentor Teachers and our 18 PLC coaches, the culture of collaboration in our district hit an all-time high. This collaboration not only impacted teaching and learning, including student achievement, but it also improved the climate and culture in our schools.

PLC agendas/minutes: As mentioned in Goal 1, 100% of our 18 PLC coaches in our TLC program facilitated their teams with the help of using a district template for PLC agenda/minutes. All 18 PLC teams completed their electronic agenda/minutes for their weekly meetings. These agendas/minutes were shared with each teacher on the team as well as applicable administrator(s) and other special teachers who may have an interest in the team (but were a part of another team, like the TAG teacher). This process, led by our PLC coaches, improved our climate of collaboration for professional learning.

Woodruff Scale data: We documented our modified Woodruff Scale data on a monthly Google spreadsheet we called a "Coaching Contact Scale". Along with the Woodruff Scale data to measure the level of our work with teachers, Instructional Coaches and Lead Teachers also recorded each contact they had with their colleagues. Throughout the school year, our teacher leaders kept consistent numbers of contacts with their teaching colleagues. A snapshot of our data for the number of contacts: October=581 January=417 May=420

Our goal was to increase the level of contact with teachers monthly, hoping it would peak mid-school year. We then wanted to maintain a consistent level of contact with teachers between a 3 and 4. Lead teachers were not expected to work with teachers at a level 5. So our goal was not to keep our numbers at a 5. September baseline data was a 1.858. The following data shows our average level of contact each month. Our peak was in January and we held relatively consistent through May.

Oct - 2.74  
 Nov - 3.10  
 Dec - 2.95  
 Jan - 3.19  
 Feb - 3.15  
 Mar - 3.13  
 Apr - 3.08  
 May - 3.01

Teacher surveys: Our monthly TLC surveys to all teachers in addition to our survey of teachers in the mentoring program all indicate our climate of collaboration has been improved through the implementation of our TLC program. The percent of teacher indicating they were ready for a coaching cycle or were already in a coaching cycle increased from 27% in October to 33% in April. While the percent of teachers indicating they still needed to learn more about coaching cycles went down from 24% to 18%.

**Q10: 3a. Local TLC Goal***Respondent skipped this question***Q11: 3b. To what extent has this goal been met?***Respondent skipped this question***Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)***Respondent skipped this question***Q13: 4a. Local TLC Goal**

Improve achievement of all learners.

**Q14: 4b. To what extent has this goal been met?**

(no label)

Somewhat Met

**Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

After years of showing growth and even making AYP in our middle school after years of missing AYP, we did not see the kind of student growth on our assessments this year as we had expected. One of the major responsibilities of our teacher leaders is to facilitate and guide the multi-tiered system of supports program at each level, elementary, middle school, and high school. As we experience the growing pains of implementing a robust MTSS plan in each building, our student data has shown some inconsistencies. Our goal is to continue using our teacher leaders to guide teacher teams in understanding and using their student data to improve instruction and results through MTSS.

Iowa Assessments:

Percent proficient in reading:

2nd to 3rd: 68% to 77% (+9)

3rd to 4th: 66% to 67% (-1)

4th to 5th: 68% to 55% (-13)

5th to 6th: 85% to 81% (-4)

6th to 7th: 78% to 75% (-3)

7th to 8th: 67% to 65% (-2)

8th to 9th: 78% to 90% (+12)

9th to 10th: 86% to 89% (+3)

10th to 11th: 92% to 75% (-17)

Percent proficient in math: Cohort grade level 2014-15 grade level to 2015-16 grade level.

2nd to 3rd: 62% to 79% (+17)

3rd to 4th: 73% to 73% (+0)

4th to 5th: 73% to 64% (-9)

5th to 6th: 90% to 85% (-5)

6th to 7th: 77% to 89% (+12)

7th to 8th: 81% to 70% (-9)

8th to 9th: 84% to 92% (+8)

9th to 10th: 83% to 92% (+9)

10th to 11th: 92% to 94% (+2)

MAP: All grade levels Kindergarten through 12th showed growth on the MAP MATH test from Winter to Spring testing 2015-16. MAP reading showed mixed results at the high school, 9th and 10th grade showed growth from fall to winter while 11th grade lost .8 points and 12th grade showed no gain or loss. In the middle school, all grades 4th through 8th showed growth in reading from fall to spring. Grades 1 through 3 also showed growth in reading from fall to spring.

FAST: One of our main focus areas is at the middle school where only about 50% of students were at benchmark on the spring CBM assessment (grades 4-6). Our TLC team at the middle school will continue their work with implementing a robust MTSS program.

SIPPS (Systematic Instruction in Phonics/Phonemic Awareness & Sight Words) is one of our main reading interventions. We saw great growth in students who received the SIPPS intervention: 4th grade expected growth on Iowa Assessments is 15 NSS points. 4th grade students receiving SIPPS average growth was 17.6 (+2.6). 5th grade expected growth on Iowa Assessments is 14 NSS points. 5th grade students receiving SIPPS average growth was 21.4 (+7.4). 6th grade expected growth on Iowa Assessments is 13 NSS points. 6th grade students receiving SIPPS average growth was 15.2 (+2.2). 7th and 8th grade expected growth on Iowa Assessments is 11 and 12 NSS points respectively. 7th and 8th grade students receiving SIPPS average NSS growth was 29.4 (about +17.4).

We did not collect any data on Jamestown Assessments for our TLC implementation because too small a group of students takes that assessment. Our TLC writing team did not realize that at the time they included that in the data points.

AYP/SINA/DINA status: We do not have the 2015-16 AYP status, which will be frozen at the 2014-15 status due to the transition to ESSA.

State ranking: The new state rankings for the 2015-16 school year have not been made. For the 2014-15 school year, our high school was ranked as high performing, middle school was commendable, and elementary was priority. It is our goal to improve our elementary ranking by closing the subgroup achievement gap.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

**Q16: 5a. Local TLC Goal**

Improve teaching and learning for teachers and students.

**Q17: 5b. To what extent has this goal been met?**

(no label)

Mostly Met

**Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Without a doubt, the art and science of teaching in our district was improved through the implementation of TLC. The many coaching cycles and contacts with instructional coaches, lead teachers, and mentor teachers provided opportunity for deep collaborative conversations resulting in improved teaching.

Peer review data: Our peer review process is facilitated through our PLC system. PLC coaches are tasked with ensuring all teachers not in their formal evaluation year, engage in a peer review. Our TLC program added a great deal of value to the peer review process as the instructional coaches, lead teachers, and mentor teachers had the time and flexibility to support teachers in the peer review. Previously, teachers in PLC teams reviewed each other, but time constraints often hampered this process. With the flexibility of having TLC teachers available for peer review reflective processes, more teachers completed their peer reviews than in the past. More importantly, the peer reviews were often deeper when the TLC teachers were involved because of the time and training they had.

PLC Participation: All teachers are assigned to be part of one of our 18 PLC teams. Based on electronic PLC team notes, PLC teams met each week during our Wednesday early-out time and engaged in each team's professional learning goals.

Woodruff Scale Data: Using the modified Woodruff Scale described previously, our goal was to increase the level of contact with teachers monthly, hoping it would peak mid-school year. We then wanted to maintain a consistent level of contact with teachers between a 3 and 4. Lead teachers were not expected to work with teachers at a level 5, so our goal was not to keep our numbers at a 5. September baseline data was a 1.858. The following data shows our average level of contact each month. Our peak was in January and we held relatively consistent through May.

Oct - 2.74 Nov - 3.10 Dec - 2.95 Jan - 3.19 Feb - 3.15 Mar - 3.13 Apr - 3.08 May - 3.01

Principal meeting: Each building principal conducted a reflective 'interview' with each new teacher (in mentoring) throughout the school year. From the anecdotal evidence, 100% of teachers in the mentoring program expressed feeling supported and increase confidence of teaching abilities as a result of the district TLC mentoring program. Principals also conducted mid-year meetings with all career teachers to reflect on progress on each teacher's career development plan.

Teacher surveys: Those indicating they are "ready for a coaching cycle" or were already in a coaching cycle remained steady throughout the school year. In October it measured at 27%, January was 26.7%, April was at 33.8%.

Walkthrough data: We did not collect data on this data point. Our district does not utilize a common walkthrough template that would make this data applicable to measure TLC implementation.

Performance evaluations: Out of the 38 teachers evaluated during the 2015-16 school year, only 1 teacher (about 3%) was indicated as not meeting one of the teaching standards.

Observations: Principal observations were part of the performance evaluation process and supported the teacher's career development plan as well as the building focus areas of MTSS.

**Q19: 6a. Local TLC Goal**

*Respondent skipped this question*

**Q20: 6b. To what extent has this goal been met?**

*Respondent skipped this question*

**Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

*Respondent skipped this question*

**Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.**

We were so overwhelmingly pleased with our first year of implementation. Having a dedicated administrator to oversee the program was of great benefit. All TLC teachers indicated they felt supported. And we kept constant communication with teachers through surveys and weekly newsletters to ensure positive perception of the TLC program (being open and transparent). We will continue with the positive implementation we have had. We will mainly work to refine our documentation procedures for the coaching contact scale, TLC evaluation procedures, and coaching cycle documentation.

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**Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.**

Our district was asked to host multiple coaching labs through the "Student-Centered Coaching" course with our AEA 267. Our instructional coaches, while new to their positions, received immeasurable feedback. They were poised and professional in what could have been a very stressful environment.

Many more veteran teachers than newer teachers participated in coaching cycles. We were surprised about that fact and capitalized on that to market the benefits of coaching cycles.

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**Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:**

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.